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AUTHOR Zinser, Robert W.
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ABSTRACT

Presents an approach to making the product of observation systems readily available to all members of a school system. The input system consists of three OpScan recording sheets, the output system of print-outs for each recording sheet as well as summary data. This system gives the teacher an opportunity to change his behavior based on data about what he is doing in the classroom, and provides consultants and supervisors with non-judgmental, descriptive feedback for describing the teacher role. (MS)

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COMMUNICATING CLASSROOM TEACHER BEHAVIOR

A SYSTEMATIC APPROACH*

Robert W. Zinser
Cleveland Public Schools

Courses in the use of classroom observation systems are now given in colleges, workshops, and in-service training programs and are becoming more easily available to teacher trainers, supervisors, consultants, and classroom teachers themselves. This article is concerned with an approach to making the product of observation systems readily available to all members of a school system's staff.

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The proliferation of classroom observation systems appears to indicate that evaluating performance of teachers using objective, valid, and reliable techniques should have a high priority with respect to the improvement of instruction. Traditionally, the supervisor has attempted to facilitate improvement of teaching through classroom observation and a follow-up conference. Supervisors who have given teachers information about their teaching behavior are aware that many teachers become defensive when presented with a perception of a teaching situation different from their own, and thus they may reject this feedback.

Supervisory and consultant feedback which focus on positive teacher actions by presenting specific information about appropriate teaching behaviors may increase the number of teachers who are willing to examine other information that the supervisor or consultant wishes to bring to their attention. A comprehensive network of data, collected in a systematic manner, makes it highly probable that many examples of positive teacher behavior can be identified. A common basis of communication, as well as a vehicle for handling the data are essential requirements of such an approach.

The rationale for using a systematic approach to communicate information about classroom teacher behavior is twofold. First, the teacher and the consultant or supervisor become involved in a new consensus about the criteria for effective instruction which becomes the basis for the teacher to obtain feedback about his own teaching behavior. This feedback provides the teacher with the opportunity to change his own behavior based on data about what he is doing in the classroom. Second, and perhaps more important, the teacher obtains feedback about the behaviors he is not using, as well as those which he is using. This furnishes the chance to learn new behaviors presumed to be helpful in promoting pupil growth if used in the classroom, but which are not ordinarily found in the classrooms of America today.

The following model is presented as one approach to making the product of observation systems readily available to all members of a school system's staff, i.e., teachers, consultants, supervisors, principals, administrators, evaluators, research and development personnel, technical specialists, etc.

MATERIALS

The input system consists of three OpScan recording sheets. The first of these sheets, Observer-Teacher Information, provides the basic data concerning observer, observee, school, grade, subject, time, and date. It also provides a control factor for additional sheets in the system.

The second and third sheets are specifically constructed to record OScAR 5V and Flanders Interaction Analysis for processing on optical scanning equipment. Additional observation recording sheets could be added to the system as they become available.

Provision is made, within the Observer-Teacher Information sheet, for observation input flexibility through the availability of 56 additional item response positions. This sheet may be processed without the use of the OScAR or Interaction Analysis sheet.

The output system consists of print-outs for each recording sheet as well as summary data for each type recording sheet. The format for each print-out includes frequency tallies and percent calculations presented in matrices.

PROCEDURES

Completed recording sheets are processed on a regular predetermined schedule (weekly, bi-weekly, monthly, etc.) in the same manner as test answer sheets. Print-outs and recording sheets are returned according to observer name and school code number.

Observers utilizing the 56 open-item response positions have the opportunity to creatively construct an observation system in keeping with their own conceptualization of the criteria for effective instruction.

APPLICATIONS

Classroom observation systems provide the objective data necessary for research, teacher training, and supervision.

The task of reducing collected data to some usable form varies from a simple frequency count of the types of coded tallies to kinds and frequencies of sequential activities. By utilizing data processing equipment, valuable staff time is preserved. The computer programs are used to build the matrices, to reduce them to percentages and to develop the pertinent statistics.

Used by a teacher in conjunction with a tape recorder, the system provides a method to obtain feedback for self-supervision. Acquiring and processing data concerning oneself is a way of confronting reality. It enables the teacher to know when what they are doing differs from what they want to do.

Used by consultants and supervisors, the system provides descriptive and non-judgmental feedback possibilities for describing the role of the teacher as it exists in reality. Print-out sheets provide a convenient record of observations which are prepared in a time saving manner, presented in a concise format, and available for comparing changes in behavior over time.

SUMMARY

Observation systems provide a tool to be utilized by classroom teachers on the way to changing their behaviors in accord with what they want to do. They enable supervisors and consultants to assume the more flexible role of professional resource and collaborator, one who reports on what happened in the classroom rather than one whose personal value judgments convey how the rater felt about what happened in the classroom. The goal becomes the improvement of teaching rather than the rating of teachers.



OBSERVER INFORMATION

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CLEVELAND PUBLIC SCHOOLS

OSCAR 5V

OpScan
RECORDING
SHEET

USE NO. 2 PENCIL
ONLY

DO NOT USE BALL
POINT PEN

MAKE HEAVY DISTINCT
MARKS

FILL IN THE BLOCK
COMPLETELY

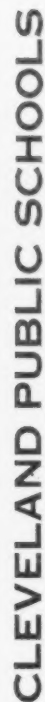
ERASE COMPLETELY
ANY ENTRY YOU
WISH TO CHANGE

EMPLOYEE NUMBER

PAGE

	5	10	15	20	25	30	35	40	45	50	
PNS					PNS						PNS
PQU					PQU						PQU
PST					PST						PST
PRS					PRS						PRS
PBST					PBST						PBST
CVG					CVG						CVG
EL-1					EL-1						EL-1
EL-2					EL-2						EL-2
DVG					DVG						DVG
NOEV					NOEV						NOEV
CNSUP					CNSUP						CNSUP
INFAP					INFAP						INFAP
DSCAC					DSCAC						DSCAC
DIREJ					DIREJ						DIREJ
RBCRT					RBCRT						RBCRT
DST					DST						DST
PRNSQ					PRNSQ						PRNSQ
PRT					PRT						PRT

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PNS					PNS						PNS
PQU					PQU						PQU
PST					PST						PST
PRS					PRS						PRS
PBST					PBST						PBST
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EL-1					EL-1						EL-1
EL-2					EL-2						EL-2
DVG					DVG						DVG
NOEV					NOEV						NOEV
CNSUP					CNSUP						CNSUP
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DSCAC					DSCAC						DSCAC
DIREJ					DIREJ						DIREJ
RBCRT					RBCRT						RBCRT
DST					DST						DST
PRNSQ					PRNSQ						PRNSQ
PRT					PRT						PRT



OpScan
RECORDING
SHEET

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